Name: Rachel Fischhoff Grade: 5 Date: April 27, 2012

Patriots

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| Lesson Sources: Social Studies Alive |
| Lesson Objectives: Students will write to explain their understandings of Patriots’ lives and motivations by reading to comprehend the life of one Patriot. |
| Standards: G&C 2 (5-6) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by …a. exploring democratic values such as: respect, property, compromise, liberty, self-government, and self-determination |
| Multicultural Content: |
| Materials and Advanced Preparation: Smart Board, worksheets for everyone |
| Prior Knowledge and Skills Needed: background knowledge re: colonial America, understanding of Patriots vs. Loyalists |
| Key/New Vocabulary: Patriot, Loyalist, section specific vocab |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Fifth graders, we have been learning a lot about the colonial period in the U.S. In the past few weeks, we’ve started to think about the tension that was growing in the colonies. We learned that colonists were divided—some were Patriots and wanted to declare freedom, some were Loyalists and wanted to stay loyal to GB, and some remained neutral. * On Wednesday, you learned about a few specific Loyalists: Thomas Hutchinson, Jonathan Boucher, and Lord Dunmore *(review Loyalists on slides)* | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**   * Today, you will be reading about three Patriots. You will be reading about Benjamin Franklin, Mercy Otis Warren, and Samuel Adams. * *Preview Patriots on slides* | * Active listening |  |
|  | **3. Have-A-Go (optional)**   * Let’s prepare to read by setting some of our expectations. Based on your experience with this text, and your knowledge of Patriots at this time, what do you expect to see in these sections? | How will students be actively involved?  By:   * Planning their day’s work | * Hear back ideas |
|  | **4. The Link**   * Today you will be working independently. You will be reading to understand the life and beliefs of one Patriot, and you will be recording your thinking using this worksheet. | **(Workshop Time)**   * Read to understand * Complete worksheet on Patriot | * Conferring |
|  | **5. Closing (at the share)**  What did we learn about each Patriot?  Can we generalize about these people?  How are they similar to and different from the Loyalists we studied earlier? | * Share out learning from worksheets—new understandings | * Capturing thinking on a chart/slide |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?